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ABSTRACT

This annotated bibliography on women's athletics was compiled from the ERIC data base for documents and journal articles. It cites document accession number, pagination, availability in microfiche and/or hard cover, availability source and address. The bibliography presents material on women's athletics and (1) general sex discrimination (14 citations); (2) sex discrimination, litigation, and legislation (10 citations); (3) professional associations (9 citations); (4) physical characteristics and performance skills (13 citations); (5) psychology and sociology (15 citations); (6) programs and guides (18 citations); and (7) other related women's athletics topics (11 citations). An order form for documents available through the ERIC Document Reproduction Service is included. (MB)

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WOMEN'S ATHLETICS

Bibliographies on Educational Topics

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TABLE OF CONTENTS

	PAGE
Foreword	v
WOMEN'S ATHLETICS--SEX DISCRIMINATION (GENERAL)	1
WOMEN'S ATHLETICS--SEX DISCRIMINATION (LITIGATION AND LEGISLATION)	5
WOMEN'S ATHLETICS--PROFESSIONAL ASSOCIATIONS	8
WOMEN'S ATHLETICS--PHYSICAL CHARACTERISTICS AND PERFORMANCE SKILLS	11
WOMEN'S ATHLETICS--PSYCHOLOGY AND SOCIOLOGY	15
WOMEN'S ATHLETICS--PROGRAMS AND GUIDES	22
WOMEN'S ATHLETICS--OTHER RELATED TOPICS	
ADMINISTRATION	29
BIBLIOGRAPHIES	31
HISTORY	31
INJURIES	32

Foreword

This, the second in the series of Bibliographies on Educational Topics (BETS), documents an area of ever-increasing activity and concern in physical education and sport--women's athletics. The publication is comprised of citations selected from the ERIC data base; and, although it is by no means comprehensive, it provides a rich source of program descriptions, research reports, journal articles, and other material that illustrate women's athletics and its many aspects from various viewpoints. The bibliography has been organized to highlight many of these aspects of women's athletics, including: its connections with psychology and sociology; physical characteristics and performance skills of women and girls in sport activity; its history of struggle against sex discrimination; the professional associations that support it; and programs and guides that illustrate what it is and what it might be.

This bibliography was compiled from a computer search of the two files contained in the ERIC data base, Resources in Education (RIE) and Current Index to Journals in Education (CIJE). RIE, the monthly abstract journal of the ERIC system, cites educational documents that are generally not commercially available. Citations include the document's accession (ED) number, number of pages, availability in either microfiche (MF) or "hard-copy" (HC) from the ERIC Document Reproduction Service (EDRS), and, when a document is not available in either MF or HC, an address from where copies can be obtained. An EDRS order form is appended to this bibliography. CIJE, a monthly supplement to RIE, contains citations of articles from over 700 educational journals. Annotations are supplied when the article titles are not self-explanatory. Unlike RIE documents, CIJE articles are not reproduced by ERIC in any form. To secure articles cited in this bibliography, or any CIJE article, the reader is referred to the original journals, which are available in many libraries.

The ERIC computer search on women's athletics was analyzed by staff members of the ERIC Clearinghouse on Teacher Education, and subsequently rearranged into the various topical sections. A few transitory citations, deemed by the staff to be dated or inappropriate material, were removed from the bibliography prior to publication.

It is our intent, through this bibliography, to aid both the novice and the experienced professional in the field of women's athletics. We hope that it proves effective and welcome any comments, reactions, or suggestions.

Joost Yff
Clearinghouse Director

Gordon D. Jeppson
Clearinghouse Associate
for HPER

WOMEN'S ATHLETICS--SEX DISCRIMINATION (GENERAL)

Boring, Phyllis Zatlin. "Girls' Sports: Focus on Equality," NJEA Review: (September 1973), 14-15.

Girls are not being given equal access to athletic programs and facilities in New Jersey according to a WEAL (Women's Equity Action League) survey.

Craiglow, James H. "A Two Man Look at Women's Sports Women and Athletics: Last Change to Humanize Sports?" Independent School Bulletin (December 1974), 17-18.

Author discussed equality of opportunity for women in sports as well as the responses to the issues involved.

Crase, Darrell. "The Continuing Crises in Athletics," Phi Delta Kappan (October 1974), 99-101.

The present structure must be modified so that athletics will again be self-initiated, fun-oriented, and player-controlled, with equal opportunities for girls and women.

Fabri, Candace J.: Fox, Elaine S. "The Female High School Athlete and Interscholastic Sports," Journal of Law and Education (April 1975), 285-300.

Analyzes the effect on existing athletic programs of the female high school athlete's legally protectable interest in the benefits of an inter-scholastic sports program where one is provided for the male athletes.

Federbush, Marcia. Let Them Aspire: A Plea and Proposal for Equality of Opportunity for Males and Females in the Ann Arbor Public Schools. Committee to Eliminate Sex Discrimination in the Public Schools, Ann Arbor, Mich.; KNOW, Inc., Pittsburgh, Pa. 1973. 92p. ED 092 416 MF & HC

The report compiled by the Committee to Eliminate Sex Discrimination in the Public Schools, Ann Arbor, Michigan, for their Board of Education, points out the areas of school life in which females are not given the

chance or the encouragement to aspire to competence. Four areas of particular disadvantage are stereotyping in books, athletic programs, industrial arts and home economics programs, and administrative policy, which entails hiring female principals and designing buildings with facilities for both sexes. Discussion of these concerns is illustrated by exhibits from textbooks, memos, statements of policy, letters, and bibliographies of alternative literature emphasizing women. A list of 43 specific problems within those four areas, summarizing the content of the report and giving suggestions for solutions, is keyed to the discussion and exhibits for easy reference. This edition of the report includes sections on problems that have been ameliorated but which are maintained with the hope of aiding other school systems and action groups.

Gerou, Nancy. Title IX--Its Impact, Speech presented at the Central Regional Intramural Conference (1st Minneapolis, Minnesota, November 1, 1975), 12p. ED 115 591 MF & HC

Fear, judgments, and violence have characterized discrimination throughout history. In sex discrimination, both sexes have a responsibility to fight discriminatory attitudes. Women should retain their distinctly feminine characteristics while at the same time being provided the same opportunities as men of equal ability. Title IX of the Education Amendments of 1972 forbids discrimination on the basis of sex in education programs or activities which receive federal funds. This is especially applicable to intramurals. Identical programs and totally coeducational teams are not required as long as comparable opportunities to participate in sports programs exist. Institutions have until July 21, 1976 to evaluate their athletic programs and implement the principles of nondiscrimination by sex. Equal opportunity includes everything from equipment to coaching to publicity. The most important aspect of a responsible intramurals program is to be sensitive to what the particular students at an institution at a particular time want and are interested in. In intramurals men and women must learn to cooperate in each other's best interests.

"Girls--and What They Want from Sports," American School Board Journal (June 1975), 33-34.

Discusses the trend toward equalization of sports opportunities for women and comments on supportive research investigating the potential abilities of female athletes.

Hoepner, Barbara J., Ed. Women's Athletics: Coping with Controversy. American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports. 1974. 120p. ED 092 550 MF

This book is a collection of papers discussing controversial topics in women's athletics. Section one, "Overview--Women's Rights," includes articles on women's rights and equal opportunities in sports, the emergence of women in sports, and significant events in a century of American women's sports. Section two, "Women's Intercollegiate Athletics--Past, Present, Future," includes articles on the development of programs and on future directions and issues. Section three, "The Olympic Games," includes articles that discuss past Olympic meets and look forward to the games in Montreal. Section four, "Women in Athletics," includes articles on masculine obsession in sports, the full court press for women in athletics, and the environmental effect on women in athletics. Section five, "Welfare of Women in Sports," includes articles of anxiety levels experienced by women in competition, sociological aspects of women in sports, and women athletic trainers.

Murray, Mimi. "The Woman in Athletics," Journal of Health, Physical Education, Recreation (January 1974), 5-6.

A women's gymnastics coach justifies the place and value of women in athletics.

Park, Roberta J. The Future of Women's Athletics: Entertainment or Education? Paper presented at the National Convention of the American Alliance for Health, Physical Education, and Recreation (Atlantic City, New Jersey, March 19, 1975). 10p. ED 103 362 MF & HC

A well-rounded program of extramural opportunities for females which provides experience between the intramural model and the existing male intercollegiate models is presently nonexistent. Five possible alternatives to guide the future of athletics are suggested: (a) women could demand access to the existing model of male athletics; (b) women could devise and insist upon an alternative model of athletics which would provide programs for athletes of either sex; (c) the physical education profession should do all in its power to encourage public service community agencies to establish a wide range of competitive sports experiences for those children, youth, and young adults who have learned sports skills in their curricular physical education classes; (d) special colleges should be established for superior athletes, much as there are conservatories for music and studios for art and ballet; and, (e) departments of intercollegiate athletics should continue to offer programs in selected sports for outstanding male and female athletes.

Saario, Terry N. School Policies and Sex Bias. Paper presented at American Educational Research Association Annual Meeting (59th, Chicago, Illinois, April 1974). 9p. ED 090 661 MF & HC

The school environment is potentially discriminatory since acceptable avenues for the expression of a variety of interests are frequently prescribed in different ways for males and females. The deliberate segregation of the sexes according to preconceived notions of appropriate curricular activities is open to question. The author describes ways in which some school policies are biased in favor of one sex or the other, examines briefly the genesis of some of these policies, and highlights recent legislation that may lead to the eradication of the more egregious examples of sex bias in school policies. A short bibliography is provided.

"Schoolgirl Athletes Are Shaking Things Up," American School Board Journal (September 1973), 23-25.

Describes instances of participation by girls on traditionally all male sports teams.

Ulrich, Celeste. "She Can Play as Good as Any Boy," Phi Delta Kappan (October 1973), 113-117.

Presents stereotypical assumptions and examples of sexual discrimination in school physical education and athletic programs. Suggests that present inequities can be resolved by changing attitudes and by legislation.

"Women in Sports--Are the 'Problems' Real?" Physician and Sportsmedicine (May 1975), 49-56.

This text of a panel discussion explodes the myth of female inferiority in professional sports.

WOMEN'S ATHLETICS--SEX DISCRIMINATION (LITIGATION AND LEGISLATION)

Graham, Peter J. Title IX: Human Rights in School Sport. Paper prepared for the Annual Conference of the National Intramural Association (26th, New Orleans, Louisiana, March 24-27, 1975). 26p. ED 110 452 MF & HC

This paper focuses on Title IX, a part of the Federal Education Amendments of 1972, and its effect upon human rights in school sport. The paper is divided into three sections. The first section reviews the purpose of Title IX and the historical developments which led to its establishment. It states that Title IX was enacted to eliminate sexual discrimination in educational programs and activities, since until recent years few opportunities for women to engage in sport and athletics had been provided by society. The next section deals with the implications of Title IX as it relates to educational institutions. It states that application of Title IX to secondary school sport will take time, continued effort, and patience. The paper mentions that the generalities of the law, the lack of specific guidelines, and the hesitancy of many administrators to respond to the need for change will undoubtedly contribute to its slow implementation. In the final section Title IX is reviewed from a legal basis. An examination of precedent-setting judicial decisions relating to discrimination by sex from a variety of perspectives is presented. In addition, a case is developed to demonstrate existing parallels between decided racial discrimination cases and possible future sexual discrimination cases.

Groves, Richard; Daly, John T. "Physical Education, Athletics, and the Law: Girls on Boys Teams," Journal of Health, Physical Education, Recreation (October 1974), 25-26.

Notes the current trend towards allowing mixed competition in non-contact high school sports. Highlighted are several favorable legal decisions.

Hogan, John C. "Sports in the Courts," Phi Delta Kappan (October 1974), 132-135.

As in other educational realms, the courts are asserting more and more authority over interscholastic athletics. A summary of pertinent cases and decisions.

Johnson, T. Page. "Girls on the Boys' Team: Equal Protection in School Athletics," NASSP Bulletin (October 1974), 55-65.

For a complete run-down on the status of girls' participation on boys' high school athletic teams, this is the article to read. It cites all recent court cases pertaining to the issue.

Klopfer, Susan. "HEW Proposals Open Door for Ms. Jock," Photolith (September/October 1974), 4-8.

Discusses the increased demand for women's sports programs as reflected in student publications following the signing of Title IX of the Education Amendments Act which prohibits sex bias in federally financed education programs.

Ley, Katherine. "Women in Sports: Where Do We Go from Here, Boys?" Phi Delta Kappan (October 1974), 129-131.

Title IX regulations being considered for revision by HEW could represent a major breakthrough for women in education, including women in athletics.

McKnight, Dorothy; Hult, Joan. "Competitive Athletics for Girls--We Must Act," Journal of Health, Physical Education, Recreation (June 1974), 45-46.

This article advocates that women take affirmative action to demand full support for separate athletic teams for girls on a basis comparable to that which is afforded boys. The need for excellence in instruction and coaching is stressed. Legal issues are reviewed.

Rusch, Carolyn. "Equality in Athletics: The Cheerleader v. The Athlete," South Dakota Law Review (Spring 1974), 428-446.

Discusses discrimination on the basis of sex in public and private school athletics. Writer concludes that such discrimination is violative of Fourteenth Amendment guarantees but also of the provisions within Title IX of the Education Amendments of 1972.

What Constitutes Equality for Women in Sport? Federal Law Puts Women in the Running. Association of American Colleges, Washington, D.C. Project on the Status and Education of Women. 1974. 22p. ED 089 640 MF & HC

This paper outlines some of the issues related to equal opportunity for women in sports, gives examples of some situations that might have to be reassessed, and discusses some of the alternatives that are being proposed. Emphasis is placed on: the educational value of sport; attitudes toward women in sport; the legal mandate for equality for women in noncompetitive programs; what constitutes equality for women in competitive athletics; single sex teams vs. mixed teams in competitive athletics; the funding of competitive athletic programs; separate-but-equal administrative structures in athletic and physical education departments, and governing associations; and what constitutes equality for women employees in sports.

Wien, Sandra. "The Case for Equality in Athletics," Cleveland State Law Review (1973), 570-584.

Do women have the right to have the opportunity to participate on an equal basis as members of male teams? If the answer is "yes," the effects would have far-reaching consequences in professional and amateur athletics, college and university competition, and public high school athletic programs.

WOMEN'S ATHLETICS--PROFESSIONAL ASSOCIATIONS

Adams, Martha, Ed.; Soladay, Doris, Ed. AIAW Handbook of Policies and Operating Procedures 1972-73. 1972. 81p. ED 080 496 MF

This document is a series of statements on procedures and policies of the Association for Intercollegiate Athletics for Women (AIAW). The document is divided into two parts. Part one, National Championships Policies and Procedures, includes consideration of the following topics: eligibility for AIAW national championships; verification of eligibility; chaperones; awards; television, radio, and movie rights; research; Sunday game policy; protest/appeal of eligibility; and bidding for championships. Part two on sanctioning includes brief discussions of the purposes of the sanctioning of AIAW national championships, eligibility, application procedures, and conduct of events. The appendix includes the scholarship statement of the Division for Girls and Women's Sports.

Directory: AIAW Member Institutions, 1973-1974. American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport. 1974. 85p. ED 099 351 MF

This directory of the Association for Intercollegiate Athletics for Women (AIAW) includes listings of (a) officers, (b) regions, (c) AIAW member institutions, and (d) sports in which intercollegiate programs and financial aid for women are offered. The appendix contains a schedule of AIAW national championships for 1974-75 and listings of (a) the sports advisory committees for national championships for 1974-75, (b) sports advisory committees for national Junior/Community College championships for 1974-75, and (c) AIAW special publications.

Holland, Judith R., Ed. AIAW Handbook of Policies and Operating Procedures, 1974-75. American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport. 1974. 70p. ED 099 350 MF

The policies and procedures of the Association for Intercollegiate Athletics for Women (AIAW) are the focus of this handbook. The first part of the document deals with the history and structure of the AIAW and includes eligibility requirements for the different types of membership; the constitution and bylaws of the organization; its code of ethics

for players, coaches, administrators, and spectators; and position papers on intercollegiate athletic activities for women, women on men's teams, and regulations for the awarding of financial aid to student athletes. The second part of the document presents policies for AIAW institutions and procedures for the national championships it sponsors. The appendix to the document lists the members of the association's sports advisory committees, schedules for the 1974-75 championships, and special publications of the associations.

Meylink, Willa D. Opinion of AIAW Coaches toward the Use of Selected Ergogenic Aids. Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, and Recreation (1975). 18p. ED 109 131 MF & HC

The purpose of this survey was to determine the attitude of Association for Intercollegiate Athletics for Women (AIAW) coaches toward the use of selected ergogenic aids by women intercollegiate athletes. Questionnaires were sent to coaches of certain AIAW National and/or Regional Tournament teams. The general opinion items indicated that the majority of the population felt that outside sources to improve physical performance should be considered unethical because their use changes the nature of athletic competition. The term "outside sources" included all ergogenic aids but not pre-game taping or massage. There was also a sharp decrease in the number of respondents who considered it unethical to use ergogenic aids to assist recovery after athletic performance was completed. Specific questions concerned with the following five ergogenic aids: (a) amphetamines, (b) sedatives, (c) androgenic-anabolic steroids, (d) local anesthetics, and (e) oral contraceptives. Extensive use was made of the "no opinion" response to these questions, indicating a lack of knowledge concerning the effects of these ergogenic aids.

Miller, Judith. "AIAW Champions Women's Athletics," Change (May 1975), 16-18.

The Association for Intercollegiate Athletics for Women (AIAW) was founded in 1971 to establish intercollegiate athletic championships for women. Officials at the AIAW wish to increase emphasis on competition and participation in women's sports.

Philosophy and Standards for Girls and Women's Sports. American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports. 1969. 61p. ED 080 466 MF

This document is devoted to statements concerning the philosophy and standards of girls and women's sports. Chapter one is a background essay

on the Division for Girls and Women's Sports (DGWS). Chapter two discusses the nature and value of sports. Chapter three is devoted to standards for girls and women's sports. Included in this chapter are discussions of leadership, the nature and conduct of the program, and implementation and evaluation. Chapter four presents the DGWS Statement of Beliefs and separate guidelines for junior high school girls, high school girls, and college women's athletic programs. A list of references is included as an appendix.

"Policies on Women Athletes Change," Journal of Health, Physical Education, Recreation (September 1973), 51-52.

After reviewing the scholarship statement on women students, a special committee comprised of members of the DGWS Executive Council, the AIAW Executive Board, and the AIAW member schools made recommendations for modification resulting in a Philosophical Statement and new Interim Regulations, which became effective April 2, 1973.

"Sports Programs for Girls and Women: A DGWS Position Paper," Journal of Health, Physical Education, Recreation (April 1974), 12.

The Division for Girls and Women's Sports believe girls and women should have athletic programs equal to but separate from those provided for boys and men.

Stutzman, Sandra; And Others. "Did DWGS Fail? Two Points of View," Journal of Health, Physical Education, Recreation (January 1974), 6-10.

One article, critical of DGWS (Division for Girls and Women's Sports) for its handling of certain aspects of women's athletics, particularly the training of educators, is answered by one from the current DGWS chairman.

WOMEN'S ATHLETICS--PHYSICAL CHARACTERISTICS AND PERFORMANCE SKILLS

Basler, Marilyn L.; And Others. Prediction of Gymnastic Performance from Arousal and Anxiety Measures. Revised version of a research paper presented at the National Convention of the American Alliance for Health, Physical Education, and Recreation (Anaheim, California, March 1974). 13p. ED 102 143 MF & HC

This study predicts gymnastic performance, arousal, and anxiety measures from past performances. Pulse rate and the Palmar Sweat Index were utilized as indicants of arousal. Anxiety was assessed by means of the State-Trait Anxiety Inventory. Eighteen members of the Ithaca College women's varsity gymnastic team were tested throughout the 1973-74 competitive season. Regression analysis revealed that past performance loaded most heavily in the prediction equation. Arousal and anxiety measures were of relative unimportance in the regression equation. Any attempt to predict gymnastic performance without taking into account past performance would be folly.

Corbitt, Richard W.; And Others. "Female Athletics," Journal of Physical Education and Recreation (January 1975), 45-46.

Comments on the beneficial aspects of sports and exercise participation for girls and women. The Committee on the Medical Aspects of Sports endorses the concept of contact sports for girls, on girls teams; however, it is not considered advisable for females to participate with males in contact sports on the medical grounds that females have less muscle-mass per unit of body weight and bone density.

DeBacy, Diane. "Effect of Viewing Video Tapes of a Sport Skill Performed by Self and Others on Self-assessment," Research Quarterly of the AAHPER (March 1970), 27-31.

This study investigated the accuracy of self-assessment of a sport skill, the golf swing, by women students in beginning golf classes and the effectiveness of videotape replay in reducing any differences between actual and self-assessed skill. It was found that self viewing did improve accuracy of self-assessment.

Drinkwater, Barbara L. "Research Studies on the Female Athlete: Aerobic Power in Females," Journal of Physical Education and Recreation (January 1975), 36-38.

Discusses endurance capabilities of female athletes, including general guidelines for planning an endurance training program.

Hult, Joan, "Separate But Equal Athletics for Women," Journal of Health, Physical Education, Recreation (June 1973), 57-58.

Discusses the need for equal--but separate--athletic programs for women. Due to the physiological inability for women to reach the same levels of muscular strength and power of men, the only way women can attain equality of opportunity in athletics is through the institution of their own programs.

McArdle, William D.; And Others. "Aerobic Capacity, Heart Rate, and Estimated Energy Cost During Women's Competitive Basketball," Research Quarterly of the AAHPER (May 1971), 178-86.

Discusses a study--using the telemetered heart rate--on the relative strenuousness of women's competitive basketball.

Manahan, Joan E.; Gutin, Bernard. "The One-minute Step Test as a Measure of 600-yard Run Performance," Research Quarterly of the AAHPER (May 1971), 173-77.

Discusses a study, using the Skubic-Hodgkins test, on the validity of several types of step tests in predicting the ability of ninth grade girls to perform the 600-yard run.

Mayhew, J. L.; Gross, P. M. "Body Composition Changes in Young Women with High Resistance Weight Training," Research Quarterly of the AAHPER (December 1974), 433-40.

After evaluating the affects of high resistance weight training on the body composition of a group of college women, results show this training can enhance feminine body composition without concomitant masculinizing effects or marked changes in body weight.

Noble, Larry. A New Curl-Up Test of Abdominal Endurance. 1975. 10p. ED 106 257 MF & HC

This study evaluates a new method of administering a trunk-curl test of abdominal muscular endurance and establishes a series of norms for college students and adults. The test utilizes a piece of cardboard that is cut out so that it can be held at the level of the navel of the testee and perpendicular to the floor. The test is administered with fingers interlaced behind the head, knees bent, and feet not anchored. The elbow must touch the board on the opposite side for each score. Ninety-six college students were given four test trials to determine test-retest reliability for both timed and untimed test administrations. Reliability coefficients of .91 and .91 were found for timed and untimed administrations, respectively, for female subjects. Coefficients of .80 and .84 were found for the timed and untimed test administrations, respectively, for male subjects. (Tables indicating norms for adults aged 18-56 are presented.)

Plowman, Sharon. "Physiological Characteristics of Female Athletes," Research Quarterly of the AAHPER (December 1974), 349-62.

Data on the physiological characteristics of female athletes shows female champion athletes as stronger and leaner than the average female, with a high aerobic capacity and greater than normal tolerance for lactic acid and O^2 debt. On the whole, she is physiologically superior to untrained females and well above the average of many untrained males. This report is divided into three categories. physique, neuromuscular, and cardiovascular respiratory.

Ryan, Allan J. "Research Studies on the Female Athlete: Gynecological Considerations," Journal of Physical Education and Recreation (January 1975), 40-44.

Discusses gynecological considerations of the woman athlete, including certain conclusions regarding the safety and advisability of women participating in sports during the various phases of their menstrual cycles. Sections include age of menarche, menstrual cycle phases, exercise and menstruation, athletic competition and menstruation, olympic performances, swimming during menstruation, and injuries to genital organs.

Safrit, Margaret J. The Structure of Gross Motor Skill Patterns. University of Wisconsin, Madison. 1966. 165p. ED 010 102 MF & HC

This effort involved an examination of basic, gross motor skills in a variety of sports activities through factor analytic techniques. Three alternate sets of movement factor patterns were hypothesized on the basis of a logical "opinion" analysis. Pattern "A" represented an obvious "opinion" classification of the variable by extremities used in projection. Pattern "B" involved a more complicated classification of skills, including overarm, underarm, pushing, and striking movements. Pattern "C" was based in part on two types of projection--striking and releasing. The data were gathered over a 3-month period. Subjects were approximately 170 junior and senior high school female students. They were tested on 25 variables, all of which were measures of all-out performance. Examination of the results indicated that the original, hypothesized sets were an inadequate representation of the skills in question. The actual factor patterns were almost totally unlike the hypothesized factor patterns.

Safrit, Margaret J. "A Study of Selected Object-Projection Skills Performed by Subjects Above Average in Skill," Research Quarterly of the AAHPER (December 1967), 88-98.

The factor pattern of selected sports skills performed by subjects above average in skill was similar in many respects to the factor pattern for a sample which included a wide range of skills. The primary difference lay in the clustering of overarm skills which appeared in the above-average factor pattern.

Burke, Edmund J.; And Others. Psycho-Social Parameters in Young Female Long Distance Runners. Paper presented at the Canadian Psycho-Motor Learning and Sport Psychology Symposium (Quebec, Canada, October 1975), 15p. ED 114 396 MF & HC

This study was designed to determine selected psycho-social parameters associated with a group of teenage, female long distance runners. These young women, who train by running approximately 50-90 miles per week, had scores in certain physiological and anthropometric measurements which were among the most advantageous for running ever recorded in a group of females. Each subject was administered the California Psychological Inventory (CPI), the Nowicki-Strickland Locus of Control test, and an open-ended questionnaire. Through comparisons with earlier norms for young women of this age group, it was found that the subjects scored higher than normal in academic achievement as a result of a more independent sense of self. In all other factors of the CPI the subjects were found to have normal scores. These results were in accord with the findings from the Locus of Control scores which showed that the subjects scored high in internality (i.e., these athletes are self-directed rather than other-directed). They seem to be motivated by the joy of running, the feeling of independence associated with running, and the close interpersonal relationship between team members. The data suggest that they are high in achievement motivation.

Corbin, Charles P. Attitudes Toward Physical Activity of Champion Women Basketball Players. Paper presented to the research section of the Central District Meeting of the American Alliance for Health, Physical Education, and Recreation (Kansas City, Kansas, April 1975). 13p. ED 107 636 MF & HC

This study was undertaken to determine which attitudes were central to the motivation of women involved in championship basketball competition. Seventy-five women members of teams represented in national basketball championships served as subjects for this experiment. In addition, a control group of 212 women was randomly selected from physical education classes required of all first-year students at Kansas State University. All subjects were administered the Kenyon Attitude Toward Physical Activity Scale. This includes the following six subdomains: (a) social experience, (b) health and fitness, (c) pursuit of vertigo, (d) aesthetic experience, (e) catharsis, and (f) ascetic experience. Information was also obtained on the player's position of the team, her classification as starting or reserve, and her team's rating. The strongest motive for participation expressed by the athletes was the ascetic. The aesthetic

experience was least dominant. Athletes differed from nonathletes on the ascetic, aesthetic, and catharsis subscales. The most striking difference was in ascetic attitudes, where athletes had a much higher score. Athletes also scored higher on the catharsis scale. The only scale on which nonathletes scored higher than athletes was the aesthetic scale. There were no significant differences in attitude when position, classification, and rating were considered.

Fisher, A. Craig. Sport and Sex-Role Orientation. Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, and Recreation. The Philosophical and Cultural Foundations section (Atlantic City, New Jersey, March 1975). 19p. ED 104 830 MF & HC

Psychosexual personality is not exclusively a postnatal and learned phenomenon. Three biologically-based sex differences can be cited as having promoted status differentiation between males and females. These are (a) greater physical strength of males, (b) greater aggressiveness of males, and (c) child-rearing and nursing roles of females. The opposite sex may serve as the primary frame of reference for a person's self-concept. It this is so, masculinity should be defined as being unlike females, and femininity should be defined as being unlike males. Sex-role development for males is more difficult than for females. During early childhood, females have more freedom in choice of behaviors. Games and sports, however, have long been of value in aiding male sex-role development. Sports provide one area where there is no doubt about sexual differences and where biology is not obsolete. Athletics help reinforce male differentiation from females in a world where many male functions have come to resemble female functions. Games and sports are, however, becoming less sex-differentiated, and this is eroding one form of masculine identification, perhaps one of few left. We should restrict female participation to particular sports, thus leaving others to be identified as "masculine." By having developing males, particularly those exhibiting feminine characteristics, participate in these "masculine" sports, we could help them establish a masculine identify.

Geist, Harold; And Others. "Women's Lib and Professional Tennis," Vocational Guidance Quarterly (September 1971), 56-58.

The purpose of the study was to assess the psyche of the people who watch and pay to see female tennis players. It was concluded that women are breaking through the cultural constraints of this sport.

Greendorfer, Susan I. Female Sport Involvement. Paper presented at the National Convention of the American Alliance for Health, Physical Education, and Recreation (Atlantic City, New Jersey, March 16, 1975). 5p. ED 106 276 MF & HC

This study was undertaken in order to identify and describe the nature of socialization of females into sport. A fixed-alternative questionnaire was administered to 585 women who were currently active in sport. Results indicated that peers and family were the significant agents of socialization during childhood, peers and school were most significant during adolescence, and peers were most significant during adulthood. Also, a dominant influence from male rather than female role models was evident during childhood, partially evident during adolescence, but rejected at the adult stage as female role models became more significant. It was also found that a stronger reference group influence was associated with younger ages, while a stronger opportunity set was not. No statistically significant relationship was found in the comparison of correlations between reference group influence and active sport involvement. It was also found that sport-type was a function of socioeconomic status. Team sport participants tended to come from a low socioeconomic background, while individual and dual sports participants were identified with a higher socioeconomic status. No relationship was found between sport type and family versus peer influence. Nor was any found when socioeconomic status and type of reference group influence were examined.

Griffin, Patricia S. Perceptions of Women's Roles and Female Sport Involvement Among a Selected Sample of College Students. Paper presented at the Convention of the American Association of Health, Physical Education, and Recreation (Minneapolis, Minnesota, April 1973). 16p. ED 080 513 MF & HC

This study a) determined college students' perceptions of selected women's roles and female sport involvement and b) ascertained the association of selected sociocultural characteristics with perceptions of women's roles and female sport involvement. Two hundred seventy-nine undergraduates at the University of Massachusetts completed a test inventory which included a questionnaire, a semantic differential, and a variation of the Lifestyle and Perspective Index. Analysis revealed that undergraduates have distinct perceptions of the six women's roles studied, but not of the selected sports. Sex and cosmopolitanism were the sociocultural characteristics significantly related to perceptions of women's roles. Regardless of the sociocultural characteristics studied, however, the roles of "woman athlete" and "woman professor" were perceived as the most potent and active roles and the least highly evaluated roles for women. Only "cosmopolitanism" was statistically significant in differentiating perceptions of female involvement in selected sports. (Seven tables of statistical data were included along with a two-page bibliography.)

Harris, Dorothy V., Ed. DGWS Research Reports: Women in Sports. Vol. II. American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports. 1973. 142p. ED 086 687 MF

This volume presents the results of literature reviews and research from physical education and related fields on women in sports. The purpose of the report is to present scientific evidence on which to base decisions relating to physical activity and athletic programs for girls and women. One of its main sections deals with the psychological aspects of the involvement of women in sports. Points such as femininity, achievement, family influence, and female aggression are discussed. The other two sections present material on the physiological and biomechanical aspects of the involvement of women in sports. The psychological components of conditioning for stress in sports, temperature regulation, and iron deficiency are investigated. The last section deals with somatotypes of women and the importance of body structure in athletic performance. An annotated bibliography on biomechanics is included in the report.

Harris, Dorothy V. "Research Studies on the Female Athlete: Psychosocial Considerations," Journal of Physical Education and Recreation (January 1975), 32-33.

Discusses the need to look at human behavior in sport, rather than male and female behavior. Explores misconceptions perpetuated about female involvement in athletics.

Harrison, Peggy; Jones, Billie J. "Research and Women in Sports: Closing the Gap," Physical Educator (May 1975), 84-88.

The research on women in sport reviewed for this article investigates the personality of the athlete and focuses on research published since 1969.

Landers, Daniel M. Sibling-Sex-Status and Ordinal Position Effects on Females' Sport Participation and Interests. University of Illinois, Urbana. Children's Research Center. 1969. 18p. ED 042 212 MF & HC

On the basis of the sibling-similarity hypothesis, it was hypothesized that females with a sister as opposed to females with a brother would

report less past and desired sport particiaption and more psychological femininity. To investigate this hypothesis, sibling-sex-status and ordinal position effects were analyzed separately for females who were highly committed to sport and females who were less committed to sport. It was also hypothesized that females with sisters opposed to brothers would be underrepresented in the physical education group. This latter hypothesis was partially supported since females with younger sisters, not older sisters, were underrepresented in the physical education group. Although no significant sibling-sex-status or ordinal position differences were found, these variables interacted significantly on one of the two measures of sport participation and on one of the two femininity scales.

Lundegren, Herberta. Motives of College Women for Participating in Physical Activities. Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, and Recreation (Anaheim, California, March 1974), 1974, 16. ED 098 165 MF & HC

One hundred and fifty-one college women, 88 non-physical education majors, and 63 physical education majors were given a 75-item Q-sort of statements on motives for participation in physical activity and a background questionnaire that elicited demographic data and information on sports activity experience. The Q-sort data for each major group were treated by means of an inverse factor analysis to establish factor types representing groups of people with similar motives for participation. Findings indicate that differences can be discerned among women regarding motives for playing. Five significant activity types were established for the nonmajors, including (a) the appearance conscious, (b) the developers, (c) the fitness fadists, (d) the healthy long-livers, and (e) the groupies. Four significant activity types were established for the physical education majors, including (a) the straight arrows, (b) the show-offs; (c) the groupies, and (d) the givers. On the basis of this study the author draws the following conclusions: (a) physical education majors are distinguishable from the nonmajors in terms of their experience in intramural and varsity sports on both the high school and college level and by their participation in sports in leisure time and (b) college and junior high school girls are alike in participation in physical activities for the group association it provides. (A 23-item bibliography is included.)

Schwank, Walter C., Ed. The Winning Edge. American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Sport and Physical Education.: State Univ. of New York, Buffalo, Div. of Physical Education, Recreation, and Athletics. 1974, 137. ED 099 343 MF

Eighteen speeches are included in these proceedings of the National Conference on Sports Psychology, held in May 1973. The purposes of the conference were to provide practical applications of psychology in the coaching of sports and to assist sports psychology instructors and men and women coaches as they work with student athletes. The 18 speeches are categorized under six general topics: (a) athletic achievement, (b) behavior, (c) special interests, (d) learning, (e) teaching and coaching, and (f) women in sports. The self-concept of the winner and the relationship of personality to athletic achievement are discussed in the first section. Stimulus, motivation, and aggression are discussed in section 2. In the special interest section, sports psychology is related to football, wrestling, cross-country, and hockey. There are two titles in the fourth section: "Learning and Performance at the High Skill Level" and "Imagery and Affect in Motor Skills." The fifth section includes presentations on teaching sports psychology, developing values through sports, and coaching in an era of individual awareness. The section on women in sports includes a discussion of humanistic psychology applied to coaching women and a presentation on public attitude toward women in sport.

Snyder, Eldon E.; Kivlin, Joseph E. "Women Athletes and Aspects of Psychological Well-Being and Body Image," Research Quarterly of the AAHPER (May 1975), 191-93.

In this study, it was found that women athletes had higher scores than women nonathletes on the measures on psychological well-being and body image.

Taylor, Hugh. Personality and Achievement of Athletic and Non-Athletic High School Girls. 1973. 17p. ED 114 726 MF & HC

This study investigated personality and academic achievement differences between athletic and non-athletic ninth and tenth grade girls in a Canadian school. Athletes participated in at least one of four interscholastic sports while the non-athletes were involved in only activities associated with a required Physical Education course. Differences between the groups on 14 scales of the California Personality Inventory were analyzed by means of the t test. Chi-square analyses were conducted on the distributions of year-end letter grades in English, Mathematics, Physical Education, Science and Social Studies. The results indicated that at both grade levels athletes rated significantly higher than non-athletes on the personality factors of dominance, sociability and achievement via conformance. At the ninth grade level, the athletes obtained a significantly larger proportion of high grades in all subject areas than did the non-athletes. At the tenth grade level, the distribution of letter grades in Science and Physical Education were significantly different between the two groups, with more of the high grades being awarded to the athlete group.

Williams, Jean M.; And Others. "Personality Traits of Champion Level Female Fencers," Research Quarterly of the AAHPER (October 1970), 46-53.

Discusses a study of 30 national level fencers using the Cattell 16 Personality Factor Questionnaire and the Edwards Personal Preference Study to determine if there were distinct personality traits characteristic of champion level female fencers and if there was any correlation between personality traits and level of achievement in the 1968 National Championship.

Boetel, Norma, Ed. Basketball. August 1975 - August 1976. American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport. 1975, 120.. ED 113 318 MF & HC

This guide is part of a series published by the National Association for Girls and Women in Sport. It contains eight articles written on various aspects of the sport of basketball, and includes such topics as (1) team defense, (2) individual offensive moves, and (3) point of arm free-throw shooting. It also includes official basketball playing rules and a summary of rule changes for 1975-76, suggestions for visual aids, and an annotated bibliography. The guide also presents a statement of philosophy of the affiliated Boards of Officials, standards for official ratings, basketball study questions, and techniques of officiating basketball.

Bowers, Carolyn O., Ed. Selected Gymnastics Articles. Sports Articles Reprint Series, First Edition. American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports. 1971, 130. ED 079 304 MF

This is a collection of the best articles in the "DGWS (Division for Girls and Women's Sports) Gymnastics Guide" from 1963 to 1972. Included are the current Federation of International Gymnastics rule interpretations from the 1972-74 Gymnastics Guide. The articles have been edited to conform with the new rules and regulations from the Federation of International Gymnastics. The articles in this edition are categorized according to gymnastics for the physical education program, specialized skills, theory, and competition. Line diagrams are included as illustrations.

Curtis, Joyce M., Ed.; Heinecke, Mary, Ed. Bowling-Fencing Guide. January 1975-January 1977. American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport. 1975, 166. ED 103 387

This guide is divided into two sections. The first deals with bowling, and contains 11 articles concerning the mechanics and teaching of bowling. Some of the areas covered are (a) suggestions for teaching bowling, (b) how to practice with an automatic pinsetter, (c) bowling as a medium for learning for the handicapped, and (d) application of a learning model to the teaching of bowling. Bibliographies are provided, including one

on research and one on visual aids. Rules and scoring for both tenpin and duckpin games are included. The second section deals with fencing. Some of the articles in this section concern (a) student evaluation, (b) starting a high school fencing program, (c) an analysis of research, and (d) the fencing coach. Bibliographies (including one on visual aids), study questions, standards for ratings, rules, and techniques and procedures for officiating women's foil are also provided.

Davis, Patricia, Ed. Aquatics. September 1975-September 1977. With Official Rules. American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport. 1975. 184p. ED 117 051 MF

The National Association for Girls and Women in Sport (NAGWS) put out this manual on aquatics, the first part of which contains a brief description of the goals, beliefs, and functions of the NAGWS; a list of standards in sports for girls and women; and a list of the members of the NAGWS Aquatics Committee. The second part contains articles on a variety of swimming-related themes, including lap-counters, training, water safety, competition judging, pool maintenance, instructor education, and teaching swimming to the mentally retarded. This part also includes book and film bibliographies. Part two contains standards for ratings in swimming and diving competitions and techniques for officiating swimming and diving events. Part three contains official rules for synchronized swimming, swimming, and diving for girls and women, as well as lists of swimming and diving records.

Dobie, Dorothy Dolores. "Effectiveness of a Conditioning Program on Selected Tennis Skills of Women," Research Quarterly of the AAHPER (March 1969), 39-44.

Study submitted in partial fulfillment of the requirements for the M.S. degree in Physical Education, Washington State University.

Dobie, Dorothy, Ed. Softball Guide. January 1974-January 1976. American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports. 1974. 194p. ED 093 815 MF

This guide, produced by the Division for Girls and Women's Sports (DGWS), is a collection of rules, guidelines, and essays by various authors on the subject of women's softball. The document is divided into four sections. The first section is on the DGWS and contains statements of beliefs and standards and membership listings for various councils and committees.

Section 2 is devoted to the articles. Among the topics covered in this section are softball audiovisual aids, softball pitching tests, batting analysis, formative evaluation measures, and instructional methods for different softball skills. There is also an annotated softball bibliography. Section 3 is on the Officiating Services Area, which is an area in the DGWS structure devoted to the training and rating of officials. This section includes standards, committee memberships, information sources, and instructions on how to form a board of officials. Section 4 is devoted to the official rules of softball.

Ellis, E. N.; Gilbert, K. J. Survey of Extra-Curricular Athletics (both intercollegiate and intramural). Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation. 1972. 25p. ED 085 371 MF & HC

This research report presents findings from a survey questionnaire designed to obtain information about current university programs in extracurricular athletics. The survey encompasses responses from 29 colleges: 11 in British Columbia, 8 in other Canadian provinces, and 10 in the United States. The responses indicate a general trend toward basketball and volleyball as the most common intramural activities for men. Badminton and volleyball are the most common for women as co-recreational activities. Basketball is the most common activity among men and women in intercollegiate athletics. From individual responses, however, other activities appear at least as often as basketball. Two tables of data are presented, citing the most frequently mentioned activities for intramural and intercollegiate athletics by men and women from the three different geographic areas. The appendix includes a sample questionnaire.

King, Kathy. Girls' Touch Football, Physical Education: 5551.03. Dade County Public Schools, Miami, Fla. 1971. 48p. ED 095 113 MF & HC

This course outline is a guide for teaching basic understanding of fundamental skills and rules of girls' touch football in grades 7-12. The course format includes lectures, demonstrations, practice of basic skills, visual aids, lead-up games, presentation and practice of officiating techniques, tournaments, and written and skills tests. Course content includes the following: (a) history, (b) description of game, (c) terminology, (d) rules and regulations, (e) modified rules, (f) safety procedures, (g) playing courtesies, (h) fundamental skills and techniques, (i) game strategy and tactics, and (j) basic officiating. Warm-up exercises and lead-up games are illustrated. Resources are recommended for teacher and pupil. Procedures for giving a skills test are outlined, and a written test is presented. (A seven-item bibliography is included.)

Lowe, Billye J. Advanced Field Hockey; Physical Education 551.22. Dade County Public Schools, Miami, Fla. 1971. 23p. ED 093 876 MF & HC (Curriculum Guide)

GRADES OR AGES: Grades 7-12. SUBJECT MATTER: Advanced field hockey. ORGANIZATION AND PHYSICAL APPEARANCE. Course guidelines, description, and a broad goal statement are presented and behavioral objectives listed. Course content and learning activities to meet the skill objectives are also presented. A 14-item bibliography is included. OBJECTIVES AND ACTIVITIES. The course is designed to teach advanced skills and strategies for successful participation in a team sport at a level of competition. Objectives are listed in the following categories: basic skills, observation skills, course content knowledge, and social and personal attitudes. One section of the guide is devoted to learning activities to achieve these objectives. INSTRUCTIONAL MATERIALS: None given. STUDENT ASSESSMENT: Evaluation measures are included.

A Report to the Legislature on Women in Athletic Programs at the University of California. California Univ. Berkeley. 1974. 65p. ED 100 196 MF & HC

This document presents a summary report on the status of University of California athletic programs and on progress made in expanding opportunities for women. Each of five areas of campus athletic programs is reviewed in some detail for each sex, including: intercollegiate athletics, intramural sports, recreational club sports, physical education activities courses, and general recreation. Information is provided on every participating campus, and general conclusions on systemwide progress are presented.

Sherman, Patricia, Ed.; And Others. Tennis-Badminton-Squash Guide. June 1974-June 1976. American Association for Health, Physical Education, and Recreation, Washington, D.C. Div for Girls and Women's Sports. 1974. 192p. ED 093 817 MF

This guide is a collection of essays by various authors on tennis, badminton, and squash. The document is divided into three sections, one for each sport. The topics covered include general teaching methods, methods to employ for teaching specific skills such as the lob or the backhand, the use of visual aids, conditioning drills, study questions, and rules for each sport. Also included are bibliographies for all three sports and statements of NAGWS (National Association for Girls and Women in Sports) Rules.

Shick, Jacqueline; Hague, Andrea, Eds. Archery-Golf Guide. June 1974-June 1976. American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports. 1974. 142p. ED 093 816 MF

This guide is a collection of essays by various authors on archery and golf. There is a separate section for each sport. In the archery section, the topics covered include archery coaching, aiming, the spine of the arrow, do-it-yourself ideas for archery instruction, archery visual aids, and official rules for various archery activities. The section on golf includes essays on golf teams, video tape for using the golf swing, programmed learning rules and etiquette of golf, the motivation of the woman golfer, and putting. There is an annotated bibliography in each section.

Simmons, Kenneth; Simmons, Betty. "Track and Field Clubs for Girls," Journal of Health, Physical Education, Recreation (April 1969), 43-44.

Discusses the development and management of a track and field club for girls.

Sports Programs for College Women. American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports. 1970. 77p. ED 079 314 MF

The papers collected here were prepared for the National Conference on Sports Programs for College Women, June 1969. The conference examined the current status and explored future directions of sports programs for college women. Topics include ethics and values; needs in relation to leadership, understanding interpretation, and cultural, social, and political influences; the relationship among intramural, recreation, and intercollegiate programs; and the nature of competition in reference to sports program planning.

Thompson, Donnis H., Ed. Track and Field Guide including Cross Country, Pentathlon Scoring Tables and Rules for Intercollegiate Meets and Championships with Official Rules. January 1974-January 1976. American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports. 1974. 170p. ED 086 688 MF

This guide includes information on cross country running, pentathlon scoring tables, and rules for intercollegiate meets and championships, following an introductory portion on the organization's credo and standards. The first section covers track activities for children, coaching techniques, the benefits of weight training, and some practical information for meet directors. It also includes print and nonprint subject bibliographies. The next portion deals with concerns of the officiating services area, such as the establishment of executive boards and boards of officials, standards for official ratings, track and field

study questions, and techniques for officiating and conducting meets. The official rules for girls and women are presented along with scoring tables, metric and English distance equivalents, performance record forms of the Division of Girls and Women's Sports, and a glossary of field and track terms.

The Training of Judges for Girls Gymnastics. A Script-Workbook to Be Used in Conjunction with a Film and Supplementary Materials. American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports. 1971. 102p. ED 079 296 MF

This manual was designed to accompany the revised version of "Training Judges for Girls Gymnastics," a 16mm black and white sound film available from Association Films, Inc. On the film, the first two routines in each event are shown twice. In the manual, there are three category charts. The first is blank to be filled in by trainees after the first film showing of the event. The second is already filled in with the scores and comments given by a panel of expert judges. This should be compared with the trainees' first chart. The third is blank for the trainees' viewing of the second showing of the film. Rules and comments precede the showing of each event; worksheet samples and appendixes of film rental locations and compulsory exercises are included.

Wakefield, Frances; And Others. Track and Field Fundamentals for Girls and Women. C. V. Mosby Company, Publishers, 3301 Washington Boulevard, St. Louis, Missouri 63103. 1973. 295p. ED 086 688

This book is divided into six parts: (a) introduction, including discussions on the participation of girls and women in track and field, principles of conditioning and training, and ideas for beginning a track and field program; (b) running, with sections on sprints, relays, running the 440, running the 880, and distance running; (c) hurdling; (d) jumping, with sections on standing broad jump, long jump, and high jump; (e) throwing, covering basic throwing movements, putting the shot, throwing the discus, and throwing the javelin; and (f) management and planning aspects, encompassing planning, promoting, and conducting meets, officiating, and improving track and field equipment. Appendixes include sections on the penthathlon, race walking, training programs, suggested teaching plans, sample event result sheets, and meet results.

Wilson, Holly. Workbook: Fundamentals of Athletic Training for Women. American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport. 1974. 274p. ED 103 401 MF

This workbook was written for women interested in obtaining information about athletic training. Rather than tell the individual how to do something, the workbook refers her to sources where she can find information on how to do it. The workbook consists of two sections. The first is a blank course outline and includes the following parts: (a) Introduction to Athletic Training, (b) The Training Room and Athletic Training Products, (c) Terminology and Preparation for Emergencies, (d) Specific Injuries, (e) Conditioning, and (f) Report Forms and Legal Liability. At the end of each chapter is a list of references as well as handouts that may be useful to the clinic participant, student, or reader. The second section, consisting of two parts, is included to test the individual's understanding of material presented at one of the clinics or in a class, and/or to supply additional information. Part 1 is a series of questions for which the reader is to fill in blanks. Answers are provided with each question. Descriptions of injury situations that a physical education instructor, coach, or student trainer might encounter are presented in part 2. Readers decide how they would handle the situtaion and compare their answers with those given in the workbook.

ADMINISTRATION

Guidelines for Interscholastic Athletic Programs for Junior High School Girls. Revised 1972. American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports. 1972. 4p. ED 092 526 MF & HC

This pamphlet suggests guidelines, briefly describes programs, and recommends standards for participants, leaders, and administrators of athletic programs for junior high school girls. The following guidelines are recommended: (a) a separate program of competitive sports opportunities should be planned; (b) sports competition should be planned for the values offered to the participant; (c) extramural programs may be a valuable supplement to broad instructional and intramural programs; (d) the responsibility for leadership of the local girls' interscholastic programs should be delegated to the women physical education teachers; (e) the program should include individual and team activities; (f) the entire financing of the girls' sports program should be included in the total school budget; (g) guidelines recommended by the Division for Girls and Women's Sports should be used in all sports; and (h) the administration should provide a healthful, safe, and sanitary environment for all participants. Sports days and interscholastic programs that equate competitors with reference to skill level, age and/or size are recommended. Standards for participants, leaders, and administrators of programs, which may be modified by the state regulatory body, are listed.

Resick, Matthew C.; Erickson, Carl E. Intercollegiate and Interscholastic Athletics for Men and Women. Addison-Wesley Publishing Company, 367 Jacob Way, Reading, Massachusetts 01867. 1975. 269p. ED 106 278

In the preface, the authors define the purpose of this book as the presentation of a combination of what is best in athletic administrative theory and what has proven acceptable in practice. Chapters include the following: (a) "History of Athletics in the United States;" (b) Development of Girls' and Women's Athletic Programs;" (c) "Organization for Administration;" (d) "Eligibility, Recruitment, and Subsidization;" (e) "Contracts and Schedules;" (f) "Financing Athletic Programs;" (g) "Trip Management;" (h) "Game Day Preparations;" (i) "Tournament Management;" (j) "Medical Supervision of Athletics;" (k) "Modern Facilities;" (l) "Public Relations and Athletics;" and (m) "Problems in Athletics." (Appendixes are assessment forms for football coaches.)

Resick, Matthew C.; And Others. Modern Administrative Practices in Physical Education and Athletics. Addison-Wesley Publishing Company, 357 Jacob Way, Reading, Massachusetts 01867. 1975. 404p. (Second Edition) ED 106 280

This three-part book focuses upon some recent changes in administrative theory and their implication for programs of physical education and athletics. Part one includes chapters which are general in nature and which provide theoretical concepts germane to both physical education and athletics. Part two includes chapters which deal specifically with the administration of instructional programs in physical education. Part three focuses on intramural and interschool sports. Chapter titles are as follows: (a) "Theory of Administration;" (b) "Democratic Administration;" (c) "Organizational Policies and Procedures;" (d) "Legal Responsibilities of Teachers, Supervisors, and Coaches;" (e) "Personal Administration;" (f) "Relationship of Physical Education with Health Education;" (g) "Public and Human Relations;" (h) "Evaluation of Students, Programs, Teachers, and Administration;" (i) "The Basic Instruction Program;" (j) "Finance and Budget;" (k) "Equipment and Supplies;" (l) "Facilities;" (m) "The Intramural and Extramural Programs;" (n) "Interscholastic Athletic Administration;" (o) "Competitive Athletic Programs for Girls and Women;" and (p) "Management of Interscholastic Athletic Contests." This edition employs case studies involving an open-ended presentation of a problem, allowing students to discuss and discard alternatives.

Turner, Mary Ann. League Constitution and Bylaws for Girls' Interscholastic Programs (Suggested Guide). American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sports. 1975. 61p. ED 109 108 MF

This guide was developed to assist with the problems of organization and administration of girls' interscholastic sports programs. Guidelines are presented for the following: (a) a statement of basic principles, (b) a constitution, (c) league bylaws, (d) operating codes, (e) conduct of contests, (f) archery, (g) badminton, (h) basketball, (i) bowling, (j) fencing, (k) field hockey, (l) golf, (m) gymnastics, (n) softball, (o) swimming and diving, (p) tennis, (q) track and field, and (r) volleyball. An appendix consisting of emergency information and procedures, and sample forms for consent for treatment and classroom rosters are included.

BIBLIOGRAPHIES

Spirduso, Waneen Wyrick, Ed. Bibliography of Research Involving Female Subjects; A Compilation of Theses and Dissertations in Physical Education, Health, and Recreation. American Alliance for Health, Physical Education, and Recreation, Washington, D.C. 1974. 216p. ED 103 417 MF

This bibliography is comprised of theses and dissertations which were written by women or which used women as subjects of investigation. The theses were solicited by the National Association for Girls and Women in Sport (NAGWS) Research Committee from 200 colleges and universities. The entries include papers written during the past 30 years. They are grouped into the following sections: (a) motor learning; (b) sport psychology; (c) physiological aspects of motor performance; (d) sports studies; (e) physical education for the handicapped; (f) health; (g) teaching method, curriculum, administration; and (h) recreation-leisure.

HISTORY

Park, Roberta J. "Concern for the Physical Education of the Female Sex from 1675 to 1800 in France, England, and Spain," Research Quarterly of the AAHPER (May 1974), 104-119.

Historical review of proposals for better education for women, including concerns for health and advocations for physical education programs.

Welch, Paula. American Women: Early Pursuit for Olympic Laurels. 1975. 13p. ED 110 416 MF & HC

Women were not considered in preliminary discussions concerning the events, designation of participants, competitive attire, and problems relating to amateurism in the first Olympic games. Golf was the first sport in which women participated in the Olympics, and the first woman to achieve Olympic recognition for the United States did so by winning the women's international singles golf event in 1900. Women's tennis was included in the games of the second Olympiad, and archery for women in the third. Swimming and diving events were opened to women for the 1912 Olympics although the United States and France had voted against their inclusion. The United States did not have a women's swimming and diving team compete until 1920, at which time the U.S. team won four out of five events. At this same Olympiad, a conflict in scheduling arose between Olympic officials and the U.S. Lawn Tennis Association which

prevented both men and women from representing the United States in tennis in the 1920 Olympics. Since the limited representation of American women during the first seven Olympiads, improvement can be seen in (a) performances, (b) the number of events open to women, (c) the increasing number of participants, (d) media coverage of women's competition, and (e) the acceptance of women who participate in sport.

INJURIES

Craig, Timothy T., Ed. Current Sports: Medicine Issues. Annual Safety Education Review--1973. American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. of Safety Education. 1974. 89p. ED 092 547 MF

This document is a collection of papers whose theme is sports safety. Section one, "Government Interest in Sports Safety," includes an article on Washington, D.C.'s focus on sports safety. Section two, "Medical Aspects of Safety in Sports," includes articles regarding the medical basis of restriction from athletics, orthopaedic restrictions, and neurological concerns in contact sports. Section three, "Product Safety," includes articles on the progress of the National Operating Committee on Standards for Athletic Equipment, obstacles in setting product testing standards, and the purchaser's dilemma. Section four, "Educational Standards in Sports Medicine," includes articles relating to the education of sports physicians and to certified curriculum in athletic training. Section five, "Athletic Injury Report," includes an article on reporting sports injuries. Section six, "The Female Athlete," includes articles on the nature and incidence of traumatic injury to women in sports and on safeguards and injury controls for the female athlete. Section seven, "Legal Considerations in Athletic Programs," includes articles on school and coach responsibilities in athletics and on the rights and responsibilities of team physicians. Section eight, "Supervision of Sports Programs," includes articles on safety in interscholastic athletic programs and on community involvement in athletic safety.

Fenton, Elizabeth. "The Painful Facts of Interscholastic Sports," American School Board Journal (June 1975), 31-33.

Examines the role of athletic safety, coaching, and equipment. Includes women's athletics.

Garner, W. R.; Turner, H. Spencer. "An Athletic Medicine Program for Women," Journal of the American College Health Association (June 1973), 412-14.

Discusses an athletic medicine program for women utilizing a team approach and stressing the importance of prevention of injuries as well as the care of the acutely injured athlete.

Gillette, Joan. "When and Where Women Are Injured in Sports," Physician and Sportsmedicine (May 1975), 61-63.

This article discusses the results of a survey to determine the number and types of injuries to women who compete in intercollegiate athletics.

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